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## A Game

### Field of the invention

The present invention relates to a game, and more particularly to a game in which
5  the level of difficulty of the game can be selectively varied by individual players of
different abilities so that competition between players may be equalised.

### Background of the Invention

Skill and intellect based games are commonly used in educational institutions to
10  both develop and educate students in an effort to provide a learning environment
that is stimulating, effective and fun.  Often being largely trivia based, these games
commonly suffer from the problem of higher skilled students or players easily
accounting for lesser skilled peers.

15  This can adversely effect the educational development of both brighter and less
gifted students alike.  Students constantly winning without being challenged and
sufficiently stimulated are unlikely to strive to improve.  On the other hand,
students constantly being comfortably beaten may soon loose heart, and struggle
to maintain interest.  In contrast, students playing competitively against one
20  another will typically strive to beat one another and it is this competitive drive that
can often result in students attaining generally higher competency and skill levels.

A need exists to provide a game that allows players of different abilities or skill
levels to select different levels of difficulty of the game, so that players of different
25  skill levels are able to play competitively against one another.

### Summary of the Invention

In accordance with one aspect of the present invention, there is provided
apparatus including question cards having questions which are separated into
30  levels of difficulty; a playing area which is separated into geometrically shaped
pathways of consecutive playing spaces corresponding to the levels of difficulty of

the questions; playing pieces for occupying the playing spaces in the pathways; and at least one random number indicator for determining movement of the playing pieces around the pathways; wherein the pathways have different numbers and sequences of the playing spaces corresponding to particular levels
5   of difficulty of the questions whereby the pathways determine different levels of difficulty of the game.

Preferably, each question card has a plurality of questions which are separated into a corresponding plurality of levels of difficulty. Answers corresponding to the
10   questions may be presented on the question cards, compiled in a book, or capable of being determined by a player.

Preferably, the levels of difficulty of the questions are indicated on the question cards and the playing spaces by colour-coding.
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Preferably, the levels of difficulty of the questions are hardest, hard, easy and easiest. The hardest, hard, easy and easiest levels of difficulty may be respectively indicated by red, blue, yellow and green colour-coding, for example.

20   Preferably, the question cards are separated into sets, each of the sets corresponding to an age range, a level of education or a topic whereby, in addition to the pathways, the sets of question cards determine different levels of difficulty of the game.

25   Preferably, the pathways are interconnected in a generally hourglass shape. The interconnected pathways may include two overlapping triangle pathways, a diamond pathway defined by the overlapping and intersecting portions of the triangle pathways, a bow pathway defined by the non-overlapping and intersecting portions of the triangle pathways, and an hourglass pathway defined by all
30   portions of the triangle pathways. Preferably, the non-overlapping portion of one of the triangle pathways includes an equal number of playing spaces

corresponding to questions having hardest and hard levels of difficulty; the non-overlapping portion of the other triangle pathway includes an equal number of playing spaces corresponding to questions having easy and easiest levels of difficulty; and the diamond pathway includes equal numbers of playing spaces

5    corresponding to questions having hardest, hard, easy and easiest levels of difficulty.

Preferably, during the game a player following the hourglass pathway may select a different pathway to follow at each intersection of the triangle, diamond and bow

10   pathways to thereby select the level of difficulty of the game.

Preferably, during the game individual players can select a desired level of difficulty of the game by selecting individual pathways to be followed by their playing piece.

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During one form of the game players may be awarded points for correctly answering the questions, and the winner of the game is the player with the highest cumulative total of points after a predetermined period of time or the first player to obtain a predetermined number of points.   Preferably, the amount of points

20   awarded for correctly answering the questions selectively varies between individual players whereby, in addition to the pathways, the selected amount of points awarded for correctly answering the questions determines different levels of difficulty of the game.

25   Preferably, the random number indicators are dice.  The dice may be able to be separated into sets, each of the sets including three die, two of which are numerical die and the third die is a mathematical operator die whereby during the game the movement of the playing pieces around the pathways is determined by the function of the numerical dice and the mathematical operator die.  Each of the

30   sets of dice may correspond to an age range, a level of education or a numeracy

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level whereby, in addition to the pathways, the sets of dice determine different levels of difficulty of the game.

The playing area may be marked on a board or displayed on a computer screen, 5   for example.

In accordance with a further aspect of the present invention, there is provided a method for playing a game using apparatus as defined above.

10   In accordance with a further aspect of the present invention, there is provided a method for playing game including the steps of providing question cards having questions which are separated into levels of difficulty; providing a playing area which is separated into geometrically shaped pathways of consecutive playing spaces corresponding to the levels of difficulty of the questions, the pathways 15   having different numbers and sequences of playing spaces corresponding to particular levels of difficulty; providing playing pieces for occupying the playing spaces in the pathways; providing at least one random number indicator for determining movement of the playing pieces around the pathways; allowing players to select different pathways to follow during the game whereby players can 20   selectively and individually determine the difficulty of the game.

In accordance with a further aspect of the present invention, there is provided dice for playing a game including first and second numerical die and the third die is a mathematical operator die, wherein the function of the numerical dice and the 25   mathematical operator die determines a number of playing spaces for a player to advance during a turn of the game.

The first numerical die may be hexahedron numerical die having six faces, the number 0 being represented on one of the faces and the numbers 1 to 5 being 30   respectively represented by a corresponding numbers of dots on the other five faces, and the second numerical die may be a hexahedron numerical die having

six faces, one of the faces being blank and the numbers 6 to 10 being respectively represented by a corresponding numbers of dots on the other five faces.

Alternatively, the first numerical die may be a hexahedron numerical die having six
5   faces, the numbers 0 to 5 being respectively on the six faces, and the second numerical die may be a hexahedron numerical die having six faces, one of the faces being blank and the numbers 6 to 10 being respectively on the other five faces.

10  Alternatively, the first numerical die may be dodecahedral die numerical die having twelve faces, one of the faces being blank and the numbers 0 to 10 being respectively on the other eleven faces, and the second numerical die may be a dodecahedral die numerical die having twelve faces, one of the faces being blank and the numbers 0 to 10 being respectively on the other eleven faces.

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The mathematical operator die may be a hexahedron numerical die having six faces, addition operators being on three faces and subtraction operators being on the other three faces. Alternatively, the mathematical operator is a hexahedron numerical die having six faces, two faces being blank, an addition operator being
20  on one face, a subtraction operator being on one face, a multiplication operator being on one face and a division operator being on the other face.

Brief Description of the Drawings

A preferred embodiment of the present invention will be described below, by way
25  of non-limiting example only, with reference to the accompanying drawings, in which:

Figure 1 is a schematic plan view of the board of a game;

Figure 2 is a partial schematic plan view of the board shown in Figure 1 indicating a first triangle shaped pathway marked on the board;

30      Figure 3 is a partial schematic plan view of the board shown in Figure 1 indicating a second triangle shaped pathway marked on the board;

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Figure 4 is a partial schematic plan view of the board shown in Figure 1 indicating a diamond shaped pathway marked on the board;

Figure 5 is a partial schematic plan view of the board shown in Figure 1 indicating a fourth bow shaped pathway marked on the board;

5      Figure 6 is a partial schematic plan view of the board shown in Figure 1 indicating a fifth hourglass shaped pathway marked on the board;

Figure 7 is a schematic view of a question card for use during play of the game;

Figure 8 is a boxed set of a plurality of the question cards shown in Figure

10    7;

Figure 9A is a top perspective view of a first hexahedron numerical die having six faces;

Figure 9B is a schematic view of the six faces of the die shown in Figure 9A;

15    Figure 10A is a top perspective view of a second hexahedron numerical die having six faces;

Figure 10B is a schematic view of the six faces of the die shown in Figure 10A;

Figure 11A is a top perspective view of a third hexahedron numerical die

20    having six faces;

Figure 11B is a schematic view of the six faces of the die shown in Figure 11A;

Figure 12A is a top perspective view of a fourth hexahedron numerical die having six faces;

25    Figure 12B is a schematic view of the six faces of the die shown in Figure 12A;

Figure 13A is a top perspective view of a dodecahedron numerical die having twelve faces;

Figure 13B is a schematic view of the twelve faces of the die shown in

30    Figure 13A;

Figure 14A is a first hexahedron mathematical operator die having addition operators "+" on three faces and subtraction operators "-" on the other three faces;

Figure 14B is a schematic view of the six faces of the die shown in Figure 14A;

Figure 15A is a second hexahedron mathematical operator die having two faces blank, an addition operator "+" on one face, a subtraction operator "-" on one face, a multiplication operator "x" on one face and a division operator "÷" on the other face;

Figure 15B is a schematic view of the six faces of the die shown in Figure 15A; and

Figure 16 is a schematic view of an example of a mathematical equation that is able to be solved to determine the number of spaces along a pathway a player advances or retreats a playing piece each turn.

## Detailed Description

With reference initially to Figure 1, a game according to one illustrated embodiment of the present invention includes a game board 2 having a playing area 4. The playing area 4 includes a number of continuous intersecting pathways marked on a playing surface 6 of the board 2 that are able to be followed by players playing the game. Each pathway is defined by a series of consecutive playing spaces 8 that are able to be moved between and "landed on" by the representative playing pieces of one or more players playing the game. The spaces 8 are selected from defined sets of the spaces 8, each set corresponding to a selected level of difficulty.

Each of the spaces 8 may be coloured to indicate the set of spaces 8 to which each space 8 belongs, and hence the level of difficulty of the space 8. On the board 2, for example, the spaces 8 are coloured red, blue, yellow and green to correspond to four respective different levels of difficulty "hardest" (red spaces 10), "hard" (blue spaces 12), "easy" (yellow spaces 14) and "easiest" (green spaces

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16). The levels of difficulty of the spaces 8 correspond to respective levels of difficulty of associated questions that players attempt to answer when moving along the pathways, as will be described below.

5    The colour-coding of the playing spaces 8 and their corresponding levels of difficulty are illustrated as different hatchings in the drawings. It will be appreciated that the present invention is not limited to the spaces 8 being colour-coded though. For example, each space 8 may carry some other form of indicia such as letters, numbers or other symbols to indicate the level of difficulty
10   associated with the space 8. Further, it will be appreciated that the number of different sets of spaces 8, and hence the number of different associated levels of difficulty, may be varied to suit requirements.

The pathways are formed by two main intersecting triangle pathways 18 and 20
15   (shown with the other pathways removed in Figures 2 and 3 respectively) that partially overlap one another to form a series of pathways having varying ratios of red 10 to blue 12 to yellow 14 to green spaces 16 . The triangle pathways 18 and 20 are formed by a total of 96 x spaces 8, and include 24 x red spaces 10, 24 x blue spaces 12, 24 x yellow spaces 14 and 24 x green spaces 16. The spaces 8
20   are preferably arranged along each pathway, where possible, such that spaces 8 corresponding to the same level of difficulty are not adjacent one another.

The first harder triangle pathway 18 that is defined by a total of 50 spaces 8 is composed of mostly the spaces 10 and 12 corresponding to the harder levels of
25   difficulty, having 21 x red spaces 10, 21 x blue spaces 12, 4 x yellow spaces 14 and 4 x green spaces 16. As can be seen in Figure 1, it will be appreciated that the non-overlapping portions of the harder triangle pathway 18 include equal numbers of hardest and hard spaces 10, 12 corresponding to questions having hardest and hard levels of difficulty.

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The second easier triangle pathway 20 that is similarly defined by a total of 50 spaces 8 is composed of mostly the spaces 14 and 16 corresponding to the easier levels of difficulty, having 3 × red spaces 10, 3 × blue spaces 12, 22 × yellow spaces 14 and 22 × green spaces 16. As can be seen Figure 1, the non-overlapping portions of the easier triangle pathway 20 include equal numbers of easy and easiest spaces 14, 16 corresponding to questions having easy and easiest levels of difficulty.

A third pathway 22 formed by the overlapping and intersecting portions of the two triangle pathways 18 and 20 is shown with the other pathways removed in Figure 4. The pathway 22 is defined by a total of 24 spaces 8, and substantially has a "diamond" shape. The diamond pathway 22 is composed of an equal number of red 10, blue 12, yellow 14 and green spaces 16, having 6 × red spaces 10, 6 × blue spaces 12, 6 × yellow spaces 14 and 6 × green spaces 16.

A fourth pathway 24 formed by the non-overlapping and intersecting portions of the two triangle pathways 18 and 20 is shown with the other pathways removed in Figure 5. The outer perimeter pathway 24 is defined by a total of 76 spaces 8, and substantially has a "bow" shape. The bow pathway 24 is composed of slightly more easier spaces 14 and 16 corresponding to the easier levels of difficulty than harder spaces 10 and 12 corresponding to harder levels of difficulty, having 18 × red spaces 10, 18 × blue spaces 12, 20 × yellow spaces 14 and 20 × green spaces 16.

A fifth pathway 26 formed by the entire two triangle pathways 18 and 20 is shown in Figure 6. The pathway 26 is defined by all of the 96 spaces, and substantially has a "hourglass" shape that includes all of the pathways described above. Like the diamond pathway 22, the hourglass pathway 26 is composed of an equal number of red 10, blue 12, yellow 14 and green spaces 16, having 24 × red spaces 8, 24 × blue spaces 10, 24 × yellow spaces 12 and 24 × green spaces 14. The hourglass pathway 26 differs from the diamond pathway 22 though, in that a

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player following the hourglass pathway 26 may select a different pathway at each intersection of the triangle 18 and 20, diamond 22 and bow pathways 24. The hourglass pathway 26 is the only pathway that allows a player to change pathways, to thereby change the level of difficulty of the game, continuously or
5    throughout the game. For example, the hourglass pathway 26 may be used by an adult playing against a child, to allow the adult player to select different pathways during play of the game.

In addition, as shown in Figure 1, the board 2 may have 4 x starting spaces 8,
10   including a red starting space 28, a blue starting space 30, a yellow starting space 32 and a green starting space 34, that may be used at the start of play when playing a game using the board 2.

The pathways may also include a number of bonus spaces (not shown) providing
15   additional points, free turns and/or re-throws of dice, for example, that are able to landed on when moving along the pathways.

Further, while the pathways of the described illustrated embodiment are formed by two intersecting triangle pathways 18 and 20, it will be appreciated that the
20   configuration, number and shape of the pathways may be varied without departing from the scope of the present invention.

The game also includes a plurality question cards 36, as shown in Figure 6, with each card 36 including colour-coded questions, as indicated by reference numeral
25   37, of levels of difficulty that correspond to the levels of difficulty of the spaces 8. Each question card 36 carries a red question 38 corresponding to the level of difficulty of the red spaces 8 (ie. "hardest"), a blue question 40 corresponding to level of difficulty of the blue spaces 10 (ie., "hard"), a yellow question 42 corresponding to the level of difficulty of the yellow spaces 12 (ie., "easy"), and a
30   green question 44 corresponding to the level of difficulty of the green spaces 14 (ie., "easiest").

While the questions 37 of the illustrated embodiment are colour-coded, it will be appreciated that the cards 36 may carry some other form of indicia such as letters, numbers or other symbols to indicate the level of difficulty of the questions 37, for

5    example.

Each card 36 may also include answers (not shown) that correspond to the questions 37 on the card 36. The questions 37 may be presented on one face of the card 36 and the answers presented on the other face of the card 36 so that

10    each of the questions 37 are able to be read without seeing the associated answers, for example.

Alternatively, each card 36 and/or each question 37 presented on the card 36 may be numbered, with correspondingly numbered answers to the questions 37 being

15    compiled in one or more answer booklets (not shown), for example. Further alternatively, the answers may be capable of being determined by one or more other players. For example, when the game is played in an educational environment such as in a classroom at a school, the questions 37 may be directed towards the players' environment, and the correctness of a player's answer may

20    be judged by other players.

The question cards 36 are preferably divided into boxed sets 46 each containing a plurality of the cards 36, as shown in Figure 8. Several different sets 46 of question cards 36 may be provided having questions 37 corresponding to ranges

25    of age, levels of education or study topics, for example, that are different from one another. For example only, the game may comprise different sets 46 directed towards the age groups 4 to 6 years, 6 to 9 years, 8 to 11 years and 10 to 14 years, with the question cards 36 of the sets 46 having question cards 36 carrying questions 37 that may be progressively harder from the set 46 directed towards

30    the lowest age group to the set 46 directed towards the oldest age group.

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For ease of identification and recognition, the different sets 46 of cards 36 may be colour-coded, or carry other identifying indicia. In accordance with an embodiment, advantageously the colour-coding used to indicate the levels of difficulty of the spaces 8 and the questions 37 may also be carried over to the

5    boxed sets 46 of question cards 36. For example, with reference to the example sets 46 described above, the boxed sets 46 of question cards 36 bearing questions 37 generally directed towards the age groups 4 to 6 years, 6 to 9 years, 8 to 11 years and 10 to 14 years may be colour-coded green (easiest), yellow (easy), blue (hard) and red (hardest), respectively, to help players distinguish the

10   different sets 46 from one another.

Further, each set 46 may contain at least 200 question cards 36, for example, although it will be appreciated that the number of question cards 36 in each set 46 may be varied as desired.

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The questions 37 may focus on educating players while preferably providing a competitive environment that players of differing skill levels and backgrounds find both entertaining and interesting. Advantageously, the questions 37 may be customised by players for entertainment, or they may be formed to target a

20   specific area of learning, such as spelling for example, or to study for a degree, certificate or license. When the game is used in an educational environment, such as a school, each set 46 of questions 37 may focus on particular curricula,. for example. Further, each of the questions 37 may be presented in a range of suitable international languages, should geographical location so require.

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The game also includes a plurality of unique playing pieces or counters 48, each assignable to a respective player playing the game. The pieces 48 are able to occupy a playing space 8 and are used for marking the movement of each player along and on the spaces 8 of the pathways.

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The game may also include several random number indicators for determining the number of spaces 8 to move a playing piece 48 along a pathway each turn in the form of a number of sets of dice, each set being formed from at least two numerical die and at least one mathematical operator die that may be rolled to

5      form a mathematical equation for a player to solve to determine the number of spaces 8 to move. The dice may correspond to an age range, a level of education or a numeracy level, for example.

In the game according to the illustrated embodiment, the numerical dice may be

10     selected, for example, from a range of hexahedron and dodecahedron numerical dice shown in Figures 9A to 13A, with the faces of the respective dice being shown schematically in Figures 9B to 13B.

First and second red colour-coded hexahedron numerical die 50, 54 having six

15     faces each are shown in Figures 9A and 9B and Figures 10A and 10B, respectively. The first red numerical die 50 has the number 0 represented on one face and the numbers 1 to 5 represented by a corresponding number of dots on the other five faces. The second red numerical die 54 has one blank face and the numbers 6 to 10 represented by a corresponding number of dots on the other five

20     faces.

First and second blue colour-coded hexahedron numerical die 58, 62 having six faces each are shown in Figures 11A and 11B and Figures 12A and 12B, respectively. The first blue numerical die 58 has the numbers 0 to 5 on the six

25     faces, while the second blue numerical die 62 has one face blank and the numbers 6 to 10 on the other five faces.

The numerical dice may also be selected from the green colour-coded dodecahedron dice 66 shown in Figures 12A and 12B. Each green dice may have

30     one face blank and the numbers 0 to 10 on the other eleven faces. Two of the green dice 66 may be provided, for example.

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In the game according to the illustrated embodiment, the mathematical operator die may be selected, for example, from the junior 70 and senior hexahedron mathematical operator dice 74 shown in Figures 14A and 15A, respectively, with

5    the faces of the respective dice being shown schematically in Figures 14B and 15B. The junior mathematical operator die 70 has addition operators "+" on three faces and subtraction operators "-" on the other three faces, while the senior mathematical operator die 74 has two faces blank, an addition operator "+" on one face, a subtraction operator "-" on one face, a multiplication operator "×" on one

10   face and a division operator "÷" on the other face.

It will be appreciated though, that the present invention is not to be limited to the dice described above with reference to the illustrated embodiment, and that these have been provided only as one practical example. Further, while the numerical

15   dice have been described as being colour-coded for ease of both description and recognition of the dice, it will be appreciated that in practice the dice may be distinguished from one another by the number of faces of the dice, or by the different markings on their faces, or even by being differently sized.

20   To determine the number of spaces 8 to move each turn using a set of two selected numerical dice and one selected mathematical operator die, a player may roll or throw in order the first selected numerical dice, followed by the selected mathematical operator die, followed by the other of the numerical dice to form a mathematical equation. The formed mathematical equation may be solved, with

25   the answer determining the number of spaces 8 to move. In the instance a blank is thrown on any of the selected dice, the player may take a free re-throw of the respective die, for example.

An example mathematical equation 78 formed by throwing in order the first red

30   numerical die 50, the junior mathematical operator die 70, and the second red numerical die 54, is shown in Figure 16. With reference to the numerical values

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represented on an uppermost surface of each die, a "3" has been rolled on the die 50, a "+" has been rolled on the die 70, and a "8" has been rolled on the die 54, to form the mathematical equation 78 of "3 + 8". The equation 78 is solved, and a respective playing piece 48 of a player may be advanced in a clockwise direction,

5     for example, around a pathway the number of spaces 8 corresponding to the answer 80 (ie. "11") of the equation 78. In the instance that the equation 78 has a negative answer 80 (for example, "3" (die 50) "–" (die 70) "8" (die 54) = "- 5"), the player may retreat the playing piece 48 in the reverse direction that amount by moving the piece 48 in a counter-clockwise direction along the pathway. For

10    equations 78 involving the division operator, the answer may be rounded to the nearest integer, for example. Similarly, for mathematical equations involving division by the number 0, the answer may be taken to be 0, for example.

Using a set of three mathematical die, a mathematical problem may be attempted

15    at least once every time a player has a turn, and it is thought this can aid in developing skills of mental calculation, number recognition and counting.

The different numeric and mathematical operator dice may be selected to determine the level of difficulty of the mathematical equation 78 to be solved. For

20    example, to form easier mathematical equations 78, the two blue dice 58 and 62 may be used in combination with the junior mathematical operator die 70, while to form harder mathematical equations 78, the two green dice 66 may be used in combination with the senior mathematical operator die 70. It will be appreciated though, that the combinations of two numerical dice and one mathematical

25    operator die are not limited to those described above.

When solving the mathematical equation 78, players may use a note pad (not shown) that is able to be used at any time during the game, for example. The equation 78 may be solved individually, or a group of players playing the game

30    may work out the equation 78 together. It is considered that the solving of a mathematical equation 78 every turn, possibly with some assistance from the

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playing group, may be used promote the further development of each player's mathematical skills and mental calculation whilst playing the game, as may be particularly desirable in an educational environment. In such an environment, if the equation 78 is solved incorrectly, another player or a designated supervisor

5  may indicate the error and assist the player in solving the equation 78 correctly, for example. This may provide players with a better insight into how other players go about solving the equations 78.

Alternatively, it will be appreciated that a single numerical die may simply be

10  rolled, or any other suitable chance means may be employed, by players to determine the number of spaces 8 to move each turn.

The provision of a number of numerical and mathematical operator die allows the level of difficulty of determining the number of spaces 8 to move each turn to be

15  selected based on the ability of the player. For example, a young or less able player may initially play the game rolling a single red numerical die 50 and 54, whereby they determine the number of spaces 8 to move by counting the dots on the faces of the die and moves their playing piece the corresponding number of spaces 8 each turn. As their mathematical ability improves they may progress to

20  using one of the blue 58 and 62 and green numerical die 66 that have numbers on their faces. As the mathematical ability of the player further progresses and improves they may then select to play the game by rolling a set of two numerical dice and one mathematical operator die each turn to form a mathematical equation 78 to be solved to determine the number of spaces to move, as described above.

25  In this manner, the different dice are able to be selected to progressively develop the numeracy and mental calculation skills of players as they play the game.

The preferred play of a game by two or more players using the illustrated embodiment will be explained below in detail. It will be appreciated though, that

30  the rules for playing a game by selecting different pathways, such as those shown

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marked on the board 2 for example, to select different levels of difficulty of the game, may be varied without departing from the scope of the present invention.

5     Each player firstly selects a pathway to follow or move along during play of the game to thereby select the level of difficulty of the game. As each player moves along their selected pathway they are required to answer a question 37 each turn having a level of difficulty corresponding to the level of difficulty of the space 8 moved to or landed on, as will be described below. Accordingly, the ratio of red 10 to blue 12 to yellow 14 to green spaces 16 on a particular pathway determines the

10     level of difficulty of moving along that pathway. As such, with reference to the board 2, the difficulty of following each of the pathways of the board 2 ranges from hardest to easiest, on average, from the first triangle pathway 18, to the diamond pathway 22 and the hourglass pathway 26, to the bow pathway 24, to the second triangle pathway 20.

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Advantageously, according to a preferred embodiment of the present invention, players may select different levels of difficulty of the game by selecting different pathways to follow to provide for competitive play between players of different abilities. For example, a more able or higher skilled player may select a pathway

20     having a greater proportion of harder spaces 10 and 12 corresponding to harder questions 38 and 40, such as the first triangle pathway 18, and a less able or lesser skilled player may select a pathway having a greater proportion of easier spaces 14 and 16 corresponding to the easier questions 42 and 44, such as the second triangle pathway 20.

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Each player then selects a set 46 of question cards 36 from which they will be required to answer questions 37 when playing the game to thereby further select the level of difficulty of the game. The set 46 used by each player may be selected based on the age or educational level of the player, for example.

30     Advantageously, competitive play of the game may be promoted between players of different ages and/or abilities by a younger or less able player selecting and

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using an easier set 46, such as the set 46 directed towards the age group of 6 to 9 years from above for example, and an older or more able player selecting and using a harder set 46, such as the set directed towards the age group of 10 to 14 years from above for example.

Each player then selects the number of award points they are to be awarded for every question they answer correctly during play of the game to thereby further select the level of difficulty of the game. Advantageously, awarding different numbers of points for each correct answer may further provide for players of different abilities to play competitively against one another. For example, a more able or higher skilled player may select to be awarded one point for each question 37 answered correctly, while a less able or lesser skilled player may select to be awarded three points for each question 37 answered correctly. In that instance, the higher skilled player is required to answer three times as many questions 37 correctly as the lesser skilled player to match the score of the lesser skilled player. In practice, when using the game in a learning environment such as a school, it is anticipated that a player would progress through all of the points levels playing the game with the same set 46 of question cards 36, progressing from three points awarded for each correct answer, to two points, to one point, for example, before changing to a harder set 46 of questions 37.

Each player may then select a respective unique playing piece 48. The respective playing piece 48 of each player marks the position of the player on a space 8 of a pathway during play of the game. At the start of the game, each player may place their piece 48 on any one of starting spaces 28, 30, 32 or 34 to start the game.

Die or dice able to be rolled by each player to determine the number of spaces 8 to be advanced or retreated each turn during play of the game may then be selected by each player. As discussed above, the selection of the die or dice may provide a still further way of selecting the level of difficulty of the game for each player, by each player either selecting a single numerical die to be rolled, or by

selecting a set of two numerical dice and one mathematical operator die to be rolled to form a mathematical equation that needs to be solved.

To see who goes first a numerical die, such as one of the red six-sided die 52 or
5    54, for example, may be rolled by each of the players, with the player rolling the highest number going first. If two players roll the same highest number, those players may roll again until they roll different numbers. Play may then proceed progressing sequentially in a clockwise direction, for example, around the group of players.

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In one form of the game, a timer (not shown) for timing the game may then be started. The player going first may then roll the selected die or dice to determine the number of spaces 8 to move as described above. The player then moves their playing piece 48 from off the selected starting space 28, 30, 32 or 34 towards one
15    of the four corner spaces of the diamond pathway 20 that is common to the pathway selected by the player and along the pathway selected by the player the determined number of spaces 8. If the determined number is positive, the piece 48 may be advanced along the selected pathway in a clockwise direction, and if the determined number is negative, the piece 48 may be retreated along the
20    pathway in a counter-clockwise direction, for example.

A question card 36 is then drawn from the player's selected set 46, and the player asked the question 38, 40, 42 or 44 on the card 36 corresponding to the level of difficulty of the space 8 on which their playing piece 48 has advanced or retreated
25    to, ie. landed on. Hence, if a red space 10 is landed on the player is required to answer a (hardest) red question 38, if a blue space 12 is landed on the player is required to answer a (hard) blue question 40, if a yellow space 14 is landed on the player is required to answer a (easy) yellow question 42, and if a green space 16 is landed upon, the player is required to answer a (easiest) green question 44. As
30    such, if the player selects a pathway to move along having a greater ratio of red 10 and blue spaces 12, such as the harder triangle pathway 18, they will generally be

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required to answer harder questions 37 than if they moved along an easier pathway having a greater ratio of yellow 14 and green spaces 16, such as the easier triangle pathway 20, for example.

5    If the player answers the question 37 correctly, the predetermined award point(s) to be added to the player's score for every correct answer may be thus added, and the player may continue their move by re-throwing the dice. If the question 37 is answered incorrectly, play may move to the next player in a clockwise direction. The next player similarly continues the game by throwing their selected die,

10   moving their piece 48 along their selected pathway and answering a question 37 corresponding to the colour the of the space 8 moved to or landed on from their selected set 46 of question cards 36. To prevent one player dominating the game, each player may be limited to a predetermined maximum number of throws of the dice or "goes" each turn, for example.

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Play of the game may continue with play passing sequentially between players of a playing group in a clockwise direction, with players in turn moving along their respective pathways and answering questions 37, until the end of a predetermined playing time, as may be determined by the timer, for example. The winner of the

20   game at the end of the predetermined time may be the player who has accumulated the most points. When the game is timed, fast play is encouraged not just to maintain the interest level and concentration of all players, but to additionally maximise the number questions 37, and therefore the number of points that may be scored, within the predetermined playing time.

25

In an alternative form of the game, the object of each player may be to better their own or someone else's previous high score, or a selected target score, in a predetermined time. This form of the game may be played individually by one player, for example, trying to beat a predetermined score in a predetermined time

30   on a selected pathway using a selected set 46 of question cards 36. In a further alternative form of the game, the object may be to be the first player of a group of

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players to obtain a predetermined number of points. This form of the game may be played without the use of a timer, for example.

Advantageously, the game may be stopped at any time by recording players' 5   scores and the positions of players' pieces 48, for example. Play may then be easily resumed at the same state at a later time.

According to a preferred embodiment of the present invention, players of different abilities or skill levels may be able to select different levels of difficulty of the game, 10   so that players of different skill levels are able to play against one another with improved competition. From the above, it will be appreciated that the level of difficulty of the game according to the described embodiment may be selected by a combination of the selection of the pathway to be followed, the selection of the set 46 of question cards 36 having questions 37 to be answered, the selection of 15   the number of award points to be awarded for each correct answer during play of the game, and the selection of the die or dice to be rolled to determine the number of spaces 8 to be moved each turn.

Forms of the game are capable of being used for both general enjoyment, and for 20   the purposes of learning, with the game having application to developing life skills, eduction, and employment skills, for example, where the winner may be the player who tries harder and isn't necessarily the player who is the smartest of a group of players.

25   Further, forms of the game may also be applicable for use for example, as study aids in classrooms, at home as revision aids for reinforcing concepts taught in classrooms, or when changing class levels as an overview into the new grade level prior to starting the new level. The game may be used in an educational environment to allow a struggling child who is having learning difficulties to 30   compete against a more gifted child who finds learning much easier, thereby building interest and confidence of the struggling child while challenging the more

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gifted child, for example. By promoting and facilitating players of different abilities or skill levels playing competitively against one another, it is thought that the game may also give players a better insight into the thinking of other players of different abilities and/or skill levels and methods for solving problems.

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In a preferred embodiment of the present invention, the level of difficulty of the game can be selectively varied by individual players of different abilities to provide for the equalised competition between the players.

10  While the game has been described with reference to the illustrated embodiment having pathways marked on a board 2 for ease of description, it will be appreciated that the game may be readily embodied by a computer program, whereby a computer system (not shown) executing the computer program may generate the pathways and spaces 8 on a visual display unit or screen associated

15  with the computer system. The computer system may similarly determine and display the number of spaces to be moved and movement of an associated playing piece 48 each go, and the question 37 to be asked depending on the level of difficulty of the space 8 landed on.

20  The foregoing describes an illustrated embodiment of the present invention and it is to be appreciated that modifications can be made without departing from the scope from the invention.

Throughout the specification, unless the context requires otherwise, the word

25  "comprise", and variations such as "comprises" or "comprising", will be understood to imply the inclusion of a stated step or integer or group of steps or integers but not the exclusion of any other step or integer or group of steps or integers.